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WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2007-08

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Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**
- Record of Comm. Proceedings ... **RCP**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt**
- Clearinghouse Rules ... **CRule**
- Hearing Records ... bills and resolutions
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution)
 - (**ajr** = Assembly Joint Resolution)
 - (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

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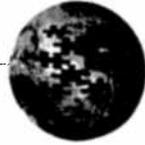
International Education Recommendations

Global Literacy for Wisconsin

International Education Council



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Elizabeth Burmaster, State Superintendent



International Education Recommendations

Global Literacy for Wisconsin

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JIM DOYLE
GOVERNOR
STATE OF WISCONSIN



Through my service in the Peace Corps and as Governor, I have had opportunities to visit many nations, meet heads of state, and comprehend the enormous diversity that characterizes today's world.

I want our young people to have similar opportunities to learn more about world regions, study a world language, and work on projects together with peers from other cultures. Likewise, we must provide our teachers, business leaders, and citizens with greater opportunities to build networks and relationships with other nations and people from other cultures. Such efforts will better position the state of Wisconsin to succeed in the 21st Century economy and prepare our citizens to live and flourish in an increasingly multicultural world.

I invite your consideration of these recommendations from the state's International Education Council. The recommendations provide an excellent starting point for schools, businesses, and the state to consider how to expand global opportunities within the state. Identify those that you or your organization can work on so they become a reality in Wisconsin. You will find a willing partner in my office in working to improve the quality of international education.

A handwritten signature of Jim Doyle in cursive script.

Jim Doyle
Governor



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent



I am very pleased to share with you recommendations forwarded by the International Education Council.

They are ambitious just as all of us must be, if our children are to meet the challenges of the 21st Century. This is a world where billions of us share the same planet, must share its resources, must understand diverse ways of thinking, and must govern ourselves in an enlightened manner.

I welcome your input about the recommendations that inspire you, and those which you are particularly interested in moving forward.

I thank the members of the International Education Council, members of the four International Education Regional Leadership Alliances, and the hundreds of educators, business leaders, and community representatives who put work into this important document.

Elizabeth Burmaster

Elizabeth Burmaster
State Superintendent
Chair, International Education Council



Why is International Education Important?

Bringing the World to Wisconsin

Dynamic forces are bringing the world to students in Wisconsin in ways once inconceivable to their parents and grandparents. The information revolution, technological advances, economic globalization, changing immigration, and military and political policies impact the daily lives of Wisconsinites in ways great and small.

More than merely gaining a school diploma, today's students need a passport to the world. They need to be able to work in, travel to, and most importantly, be able to understand the thinking, the arts, and the values of people oceans away. They must be able to reach out to new neighbors, to envision new models for schools and communities, and to tackle large problems across borders. In short, today's students need to become globally literate.

What does it mean to be "globally literate"?

Globally literate students can:

- **Speak one or more languages in addition to English**
- **Train for high skill jobs in the US or abroad**
- **Find ways to travel, explore, and be creative in a culture other than their own**
- **Evidence curiosity and compassion for people of other cultures**
- **Solve problems by working together with others in a diverse workforce**
- **Appreciate and protect the arts and nature in many places on earth**

If we wish to create a lasting peace, if we want to fight a war against war, we must begin with the children.

– Mohandas K. (Mahatma) Gandhi, 1869-1948

Why should we "internationalize" our schools?

International education:

- **Awakens students' awareness of the world**
- **Fosters creativity, critical thinking, and problem solving skills**
- **Develops communication skills through world languages**
- **Teaches skills for responding to conflict**
- **Combats student disinterest and apathy**
- **Instills an early sense of human rights**
- **Encourages attention to current events**
- **Models how to live respectfully in a diverse nation**
- **Builds bridges between schools and community**
- **Nurtures global competency in future elected officials**
- **Contributes to national and economic security**
- **Promotes appreciation for one's own country**
- **Fosters citizenship at a deep and profound level**

Join the challenge of creating globally literate citizens for the 21st century!



The Evolution of International Education Council Recommendations

The Beginning:

In the fall of 2002, Governor Jim Doyle joined State Superintendent Elizabeth Burmaster to create Wisconsin's International Education Council. Both were concerned about education's response to rapid global changes and the seriousness with which governments in other countries were taking the challenge of creating world-class, highly competitive education systems. Would Wisconsin schools lead or be left behind?

The Council Members:

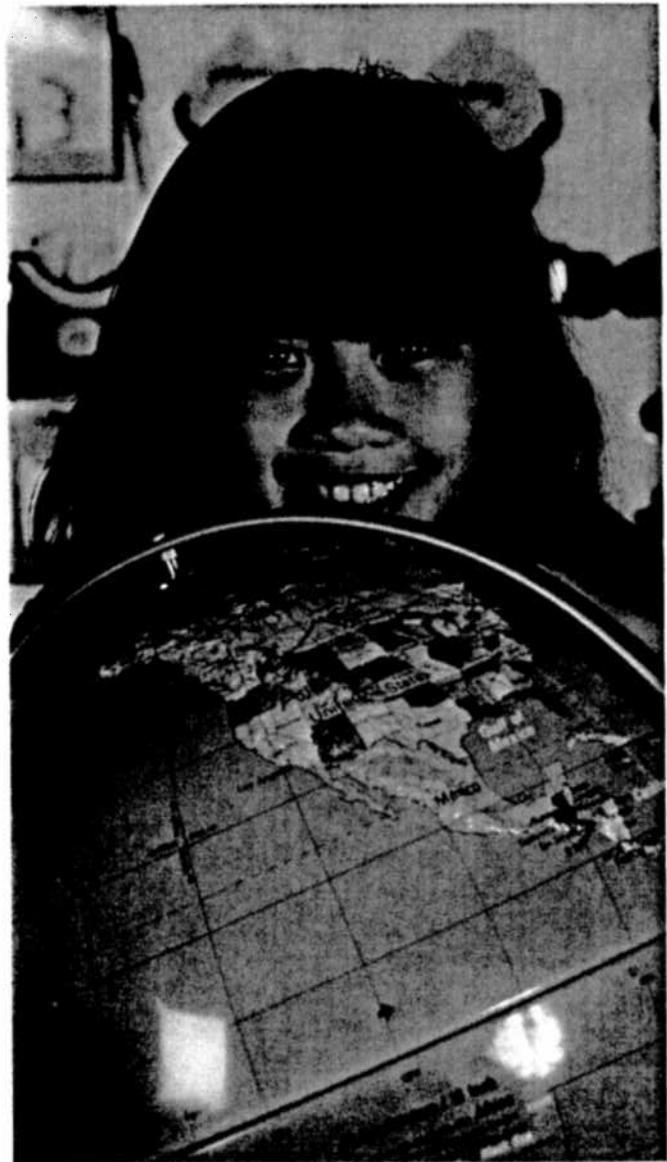
International Education Council members consist of PK-12, public and private university and technical college education leaders as well as representatives of business, labor, government and community groups. The Council immediately created four Regional International Education Alliances to connect with grass-roots efforts throughout the state, inviting individuals active in on-going global projects.

The Summit:

In January 2005, International Education Council members, Regional Alliance members, and other interested persons were invited to Wisconsin's first International Education Summit. Almost 300 persons attended to discuss needs and challenges for facing global realities. Recommendations contained in this booklet resulted from the Summit discussions and the input of the Council.

The Future:

The International Education Council hopes to bring the recommendations to the attention of many different groups in Wisconsin, to generate discussion and debate, to seek the adoption of various action items, and to identify relevant legislation, policy, funding, and enthusiasm to change perceptions and bring global opportunities to more students and schools in the state.





Summary of International Education Council Recommendations

I. Global Literacies for All Students

1. Introduce legislative language to support global curriculum and international programs at the PK-12, technical college, and university levels.
2. Develop global curricula and connections across the PK-16 curriculum.
3. Promote public and private college international studies outreach centers as PK-16 and community resources.
4. Initiate academic credit for heritage language learners.
5. Increase the number of students from Wisconsin who study abroad.
6. Increase the number of students from abroad who study in Wisconsin.

II. World Languages for All Students

1. Improve world language proficiency of PK-16 students.
2. Expand offering of languages in PK-16 schools.
3. Develop a Wisconsin language corps to address teacher shortages and under-utilization
4. Develop materials and resources to support language learning.
5. Expand world language offerings at the elementary level from current 10% of Wisconsin school districts to 50% by 2020.
6. Propose funding for a major elementary world language initiative.

III. Global Training for all Teachers

1. Address the internationalization of teacher training at universities.
2. Promote international content for teacher license renewal.
3. Provide teacher training in technologies to connect classrooms.
4. Establish a Wisconsin International Scholars (WIS) Program.
5. Expand elementary teacher support of world language learning.

IV. Intercultural Experiences for All Citizens

1. Assess every community's international and multicultural capital.
2. Acknowledge the arts as a centerpiece for international connections.
3. Make sports and athletics an important international avenue.
4. Expand the number of citizens participating in Wisconsin's sister-city, sister-state and global outreach programs.
5. Create in-state cultural exchanges for students and citizens.

V. International Linkages for Wisconsin Businesses and Government

1. Create policy initiatives to link business, education, and government.
2. Articulate global needs in business plans.
3. Identify leadership companies and foundations with interest in investing in international education.
4. Increase the number of practical international experiences for students at the college and technical college level.



Recommendations

I. Global Literacies for All Students

1. Introduce legislative language to support global curriculum and international programs at the PK-12, technical college, and university levels.

Possible Actions:

- Identify bi-partisan support for international education initiatives and find ways to call the attention of legislators to a wide number of best practices, model programs, and awardees in their districts.
- Give legislators data on the critical links between international education and the state's economy.
- Create liaisons with the US State Department to resolve policies limiting international students, educators, and cultural groups coming to Wisconsin.
- Include educational leaders on gubernatorial and legislative trade missions and initiatives abroad.
- Develop and fund regional centers to provide training regarding specific world regions and global issues.
- Develop policy support and funding for international internships for college and technical college students.

2. Develop global curricula and connections across the PK-16 curriculum.

Possible Actions:

- Emphasize learning that integrates global perspectives in all disciplines through new majors, certificates, and courses that bring to each subject area information technology, world languages, intercultural skills, and regional studies.
- Evaluate current instructional content in the context of needs for the 21st century. Initiate discussions about how globalization is impacting teaching and curriculum design.



- Create incentives for instructors to develop courses incorporating team teaching with colleagues abroad or teaching content in languages other than English.
 - Add more learning activities for International and Multicultural Education on state-supported Websites including the Worldwide Instructional Design System (WIDS) website and IDEAS website.
- ### 3. Promote public and private college international studies outreach centers as PK-16 and community resources.

Possible Actions:

- Promote to Wisconsin educators and communities the existence of Wisconsin's high quality US Department of Education Title VI Outreach Centers for Africa, South Asia, East Asia, Southeast Asia, Central Russia and Eastern Europe, Europe, and Latin America and the Caribbean.



Global Literacies for All Students (continued)

- Provide funds and collaborative structures to expand the work of the Wisconsin International Outreach Council (WIOC).
- Develop regional outreach on international topics and world languages for Wisconsin educators and communities including summer workshops and evening and weekend courses.

4. Initiate academic credit for heritage language learners.

Possible Actions:

- Promote awareness that the home languages of the state's thousands of heritage language speakers are assets rather than deficits.
- Identify ways to showcase the languages and cultures of students through substantive activities, projects, and units. Find a way for student transcripts to reflect proficiency levels of their speaking, reading, and writing abilities.
- Emphasize the necessity of second language learning in Wisconsin's Native American and ethnic communities. Create collaborations among bilingual / ESL teachers, world language teachers, district administrators, curriculum specialists and heritage communities to promote establishment or recognition of, credit for, and assessment within "Saturday schools," language camps, and home learning programs.
- Encourage ethnic associations to give scholarships and recognition to students who have maintained heritage language and culture.

5. Increase the numbers of students from Wisconsin who study abroad.

Possible Actions:

- Increase funding opportunities and improve marketing of study abroad programs at the secondary and postsecondary level. Highlight the invaluable role of counselors and advisers in providing information on international opportunities, as students make transitions between their coursework and careers.
- Develop initiatives to encourage more students of color, low-income students, and heritage language students to study abroad.
- Add study abroad to students' transcripts, specifying name of program, name of country, and number of weeks of study abroad.
- Expand the menu of options for study abroad credit to include internships, work-study, volunteer work, service learning projects abroad, and projects within US immigrant communities.
- Recognize student participants at high school and postsecondary graduation and academic award ceremonies.
- Collect more data on study abroad within PK-16 institutions.

6. Increase the numbers of students from abroad who study in Wisconsin.

Possible actions:

- Promote awareness that expanding the number of students from abroad is one of the state's important education investments, impacting Wisconsin's economy, culture, and visibility in world arenas, as well as opening doors to life-long friendships and awareness of other parts of the world by Wisconsin students.
- Support the Wisconsin international Web portal, Study Wisconsin, to attract students from abroad to study in the state.
- Make recommendations to address marked decreases in international student enrollments in the post-9/11 atmosphere.

II. World Languages for All Students

1. Improve world language proficiency of PK-16 students.

Possible Actions:

- Develop statewide education policy that every student should study two world languages and achieve at least intermediate proficiency in one and advanced proficiency in a second world language, in concert with expectations that industrialized countries around the world have of their students.
- Open a variety of language learning opportunities, including online learning, learning in the home or community, study abroad, summer language camps, Youth Options, and collaborative language programs between high school and postsecondary institutions.
- Develop credit strategies based on multiple types of assessment.

2. Expand offering of languages in PK-16 schools.

Possible Actions:

- Promote wide public discussion of necessity of less commonly taught languages to broaden Wisconsin students' understanding of and connections with people of the global south.
- Propose creative and necessary funding alternatives for starting programs in new or less-taught languages.
- Identify funding sources from Title VI, businesses, and cultural organizations.
- Research US government documents on languages needed for 21st century careers, such as Chinese, Japanese, Arabic, Swahili, Urdu, and Indonesian.
- Collaborate with postsecondary and research institutions regarding funding, enrollments, teacher training, teacher exchanges, and articulation between the different school levels.

3. Develop a Wisconsin language corps to address teacher shortages and under-utilization.

Possible Actions:

- Maximize world language teachers' effectiveness by utilizing them to teach at multiple levels (high school, middle school, elementary).
- Promote expanded PK-12 teacher certification through summer and on-line programs.
- Research and address areas of anticipated teacher shortages on state and national level.
- Expand alternative certification programs so that world language teachers can teach a second world language and so that native speakers can learn to teach their own first language.
- Establish bi-lateral agreements with foreign universities and governments to facilitate teacher exchanges and short-term hiring of foreign teachers.
- Address the need for substantive orientation of teachers from other countries and cultures who come to teach in Wisconsin classrooms.

4. Develop materials and resources to support language learning.

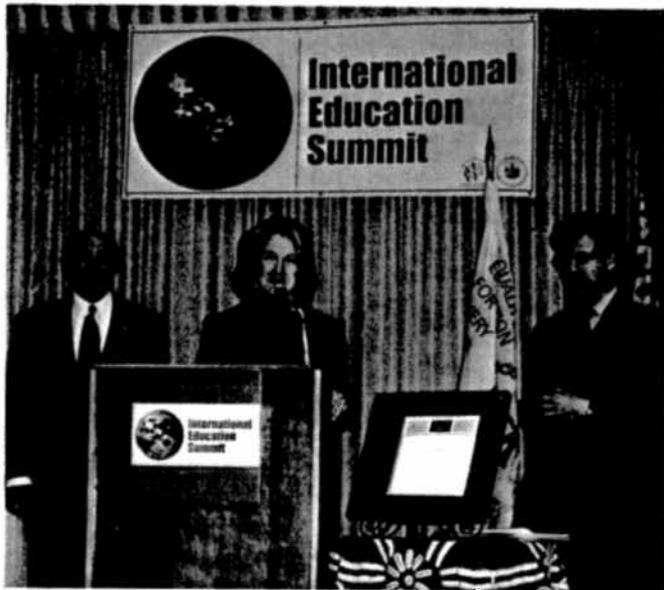
Possible Actions:

- Address the need for a wider variety of materials for learning and using languages beyond a textbook.
- Develop resources through the collaboration of departments of area studies, languages, technology, and teacher education.
- Pilot technology models that support language learning, for access to authentic content and materials, assessment of communication skills, interactive practice of the language, and links to native speakers for real exchanges of information.

5. Expand world language offerings at the elementary level from current 10% of Wisconsin school districts to 50% by 2020.

Possible Actions:

- Create matching program with collaboration of legislature and businesses in local communities.
- Focus on one world language for all students in an elementary school, with continuation (articulation) and access to beginning a second world language at middle and high school.



World Languages for All Students (continued)

- Explore immersion opportunities, shown by research to optimize learning at young ages.
- Create opportunities in low income districts as well as affluent districts, since research shows that cognitive improvement is a major benefit of language learning.

6. Propose funding for a major elementary world language initiative.

Possible Actions:

- Work with advocacy groups to promote public awareness that Wisconsin students' global literacy can only be accomplished with parental support, legislative action, and curriculum adjustments within school districts and at the postsecondary level.
- Conduct a campaign targeting legislators and policy makers, business and education leaders, and media outlets to put global literacies and language learning in the forefront of public thinking and political action.
- Provide incentives for school districts to teach languages in elementary grades.
- Tap national philanthropic organizations of cultural heritage groups to support a language learning initiative.

III. Global Training for all Teachers

1. Address the internationalization of teacher training at universities.

Possible Actions:

- Establish or challenge International Education committees at colleges to assess current opportunities and address needs.
- Integrate global perspectives in all teacher education courses. Include internationalization of teacher training within the DPI teacher preparation approval and review process.
- Address disincentives to study abroad as part of pre-serving training in schools of education and at the undergraduate level.
- Create Global Studies teacher certification programs or alternatively as an add-on to other teaching majors and minors.
- Create teaching abroad programs, building upon Memoranda of Understanding and exchange programs that colleges already may have in existence with partner institutions abroad.

2. Promote international content for teacher license renewal.

Possible Actions:

- Encourage PK-12 teachers and pre-service teachers to consider world languages, global studies, international travel, and international curriculum development options in their Professional Development Plans and portfolios.
- Hold internationally-themed professional development training workshops in CESAs, at summer institutes, and at regularly scheduled conferences.
- Identify international education leadership groups and presenters for professional development workshops and initiatives.
- Establish mentoring groups who bring expertise about international issues, internationalized curriculum, and world languages to Initial Educators in their first five years of teaching.
- Increase collaboration among postsecondary institutions and international organizations to provide more study abroad and immersion opportunities.

3. Provide teacher training in technologies to connect classrooms.

Possible Actions:

- Promote online instruction and linkages as one way to bring quality instruction of world issues into the classroom and to connect Wisconsin students and teachers to classrooms abroad.
- Expand PK-12 electronic school networks such as i*EARN and IECC (all subjects) through teacher training workshops.
- Train teachers to develop their own web pages, host international discussion boards, use audio and video streams, and establish global professional networks. Provide incentives for creating and sharing such resources.

4. Establish a Wisconsin International Scholars (WIS) Program.

Possible Actions:

- Support a recommendation by the Wisconsin International Trade Council (WITCO) to provide means-tested grants of up to \$1,000 to cover the travel costs of Wisconsin teachers and Wisconsin students who are enrolled in Wisconsin institutions and who are participating in a bona fide study abroad, study tour or service-learning / internship program.
- Provide funding from State General Purpose for the WIS program.
- Divide the program in four groups: Wisconsin Postsecondary Scholars — for students enrolled in the University of Wisconsin System, the Wisconsin Technical College System, or in one of Wisconsin's private colleges and universities; Junior Wisconsin Scholars — for elementary and secondary students and accompanying teachers (mentors); Wisconsin Student Teachers — for future teachers enrolled in a teacher education program to complete their student teaching in a foreign country; and Wisconsin Teachers — for certified teachers to carry out internationally focused professional development plans for license renewal.

5. Expand elementary teacher support of world language learning.

Possible Actions:

- Promote travel abroad opportunities to all elementary teachers.
- Encourage school boards and school administrators to hire elementary teachers with a minor in a world language or world region (area studies) specialty, or with proficiency in a world or heritage language, so that schools build capacity to introduce and expand elementary language programs.
- Create summer opportunities and professional development opportunities for elementary and world language teachers to learn how to team teach.
- Showcase elementary materials focusing on mathematics, reading, and social studies in a second language and promote its importance for making cognitive connections to close the achievement gap of Wisconsin's poorest and minority students.



IV. Intercultural Experiences for All Citizens

1. Assess the community's international and cultural capital.

Possible Actions

- Find ways to highlight and utilize the local area's global capital, promoting awareness that even small communities have multiple linkages abroad.
- Provide education and government leaders access to data regarding the community's changing ethnic, cultural, linguistic, and religious demographics.
- Create lists of current cultural programs available locally and encourage schools to use ethnic and minority communities as part of their curriculum (oral history projects, cultural mapping). Identify curriculum materials that support this effort.
- Publicize service learning projects with global outreach components and with positive, "two-way" learning between communities.

2. Acknowledge the arts as a centerpiece for international connections.

Possible Actions:

- Examine current and future events sponsored by arts groups for evidence of international linkages and planning. Use sister city and college exchange connections to bring more international and multicultural music, dance, visual art, theater and children's art events to the community.
- Connect arts, education, and tourism organizations in joint international projects and promotions.
- Involve PK-16 institutions in the planning, promotion, and facilitation of international and multicultural arts events in the community.
- Encourage local art groups to undertake presentations abroad.
- Create and display art work, posters, and cultural exhibitions in schools colleges, and public and private buildings to highlight international and multicultural connections.



3. Make sports and athletics an important international avenue.

Possible Actions:

- Recognize the power and attraction of sports as an avenue for international connections and the creation of new audiences.
- Include sports practiced abroad such as Asian martial arts, international soccer, cricket, West African children's games, and Brazilian capoeira in community and school events. Include demonstration matches in sister city exchanges.
- Do advance planning to enable coaches and school administrators to send sports teams abroad.
- Welcome and acknowledge competitors from abroad who participate in Wisconsin's world-class bicycling, cross-country skiing, marathon, triathlon, and other athletic events.

4. Expand the number of citizens participating in Wisconsin's sister-city, sister-state and global outreach programs.

Possible Actions:

- Find more avenues to promote Wisconsin's sister states, currently including Nicaragua, El Salvador, Jalisco (Mexico), Chiba (Japan), Hessen (Germany), Heilongjiang (China), and Israel as well as its hundreds of sister cities and citizen-to-citizen groups.
- Expand exchanges to include more sectors of the community (medicine, biotechnology, arts, libraries, agriculture).
- Expand the number of Wisconsin citizens participating in hosting of international students and visitors and participating in crisis outreach initiatives abroad (tsunami, earthquake, AIDS intervention).
- Directly involve media representatives in every program.
- Add school-to-school partnerships to established sister city and sister state relationships, or conversely, add citizen-sector involvement to university-level student exchanges.

5. Create in-state cultural exchanges for students.

Possible Actions:

- Promote the importance and relative ease of "travel without a passport," making students and citizens aware of Wisconsin's numerous multicultural communities and events, such as Hmong-American New Year, American Indian pow-wows, and Mexican-American Día de los Muertos commemorations.



The world is like a book and those that never leave home read but one page.

- Saint Augustine, d. 604, first Archbishop of Canterbury

- Promote for-credit, academic cross-cultural study and visits among students of different ethnic and cultural groups, focused around particular themes, using Wisconsin as a microcosm of the world's cultures.
- Link teachers' Professional Development Plans and portfolios with the requirement to teach American Indian cultures under state legislative Act 31 (tribal sovereignty).

International Linkages for Wisconsin Businesses and Government

1. Create policy initiatives to link business, education, and government.

Possible Actions:

- Collaborate with the Committee on Education of the Wisconsin International Trade Council (WITCO) and the Governor's Economic Summit in support of policy initiatives to further international study, internships, and language enhancement in grades PK-16.
- Increase visibility and collaborative efforts linking the international initiatives of government, business, and education, for example widening participation in the Governor's trade missions and interagency cooperation.

2. Articulate global needs in business plans.

Possible Actions:

- Ask businesses to articulate the communication and cultural skills and knowledge of world regions their employees need.
- Develop student awareness of international careers, highlighting connections to engineering, agriculture and dairy, technology, forestry, media, and the arts.
- Host international career fairs to connect students with future employers.

3. Identify leadership companies and foundations with interest in investing in international education.

Possible Actions:

- Create appropriate avenues and tax incentives for businesses to support international programs in their area schools, technical colleges, and universities.
- Suggest that Regional International Education Leadership Alliances of the International Education Council or other appropriate groups survey local and regional businesses, organizations, and foundations that have international interests, markets or clients. Create a directory of regional international resources.

4. Increase the number of practical international experiences for students at the college and technical college level.

Possible Actions:

- Beyond traditional study abroad programs, create more job exchanges, practica and international internships for credit, both short and long term.



- Identify and address disincentives, like the time it takes to mentor an inexperienced worker.
- Approach Wisconsin companies for assistance and support.
- Create closer connections with these companies between students' training abroad and potential future employment within the company, organization, or industry.



Statewide International Education Council Mission

We live at a time of increased awareness of global connectivity. Wisconsin's citizens need to be globally literate, to understand the linkage of economies, peoples, and cultures around the world, and to function comfortably and effectively in languages and cultures other than their own. This is not a luxury, but a critical component of a 21st century education.

Therefore, the Governor of Wisconsin and the State Superintendent of Public Instruction convene this Statewide International Education Council. The mission of the Statewide International Education Council is to bring together education, business, and community leaders to create alliances to develop global literacies in a new generation of students, teachers, and citizens.

The Statewide International Education Council and its Regional Leadership Alliances will partner in advancing international education curriculum, expanding public awareness, promoting teacher and student exchanges, and identifying needed projects and resources. The mission of the Council is to ensure that international education is included as an integral part of state initiatives, conferences, business practices and processes, and, most importantly, in all levels of education for Wisconsin citizens. The Statewide Council will identify areas for needed policy, publicity, and funding of international education.



Statewide International Education Council Members

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International Business

Julie Brill

Association of WI School Administrators

Mary Bowen-Eggebraaten

WI Assn. for Supervision & Curriculum Development

Gilles Bousquet

UW-Madison International Institute

Elizabeth Burmaster (Council Chair)

Wisconsin Department of Public Instruction

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WI Association for Language Teachers

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Wisconsin Geographic Alliance

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United Refugee Services of WI

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Wisconsin Arts Board

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Evan Norris

Academic & Student Services, UW System

Anne Pryor

Teachers of Local Culture

Rhonda Puntney

WI Library Association

Darlene Saint Clair

Wisconsin Indian Education Association

Douglas Savage

UW-System Institute for Global Studies

Shirley Sharp

Milwaukee Urban League

Ron Singer

Office of Academic Affairs,
UW System Administration

Ahmad Sultan

University of Wisconsin - Stevens Point

Jane Thompson

Janesville Academy for International Studies

Miles Turner

WI Assn. of School District Administrators

Chris Vandall

WI Technical College System

Rolf Wegenke

WI Assn. of Independent Colleges & Universities

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Summit Committee Members: Geoffrey Bradshaw, Natalie French, Chris Merritt, Dianna Murphy, Rachel Weiss



International Education Summit Sponsors

The 2005 International Education Summit, during which many of these recommendations were created and discussed, was sponsored by the following organizations:

Department of Public Instruction

Elizabeth Burmaster
State Superintendent

Office of the Governor

Jim Doyle
Governor

Statewide International Education Council

In collaboration with

The Asia Society

The Longview Foundation

The American Forum for Global Education

American Association of Teachers of Spanish & Portuguese – Wisconsin Chapter

Association of Wisconsin School Administrators

Friends of International Education, Inc.

Global Links

International Institute of Wisconsin

Milwaukee Urban League

United Refugee Services of Wisconsin

UW-Madison Center for International Business Education and Research

UW-Madison International Institute

UW-Madison Language Institute

UW-System Institute for Global Studies

Wisconsin Association for Language Teachers

Wisconsin Association for Supervision & Curriculum Development

Wisconsin Association of Chinese Language Teachers

Wisconsin Association of Independent Colleges and Universities

Wisconsin Association of School District Administrators

Wisconsin Chapter of the American Association of Teachers of German

Wisconsin Education Association Council

Wisconsin Library Association

Wisconsin Manufacturers & Commerce

Wisconsin Technical College State Standing Committee on International Education

Wisconsin Technical College System



Comments

The International Education Council Needs YOUR input.

YES, I would like to be involved in the following ways:

Please mail _____ copies of the International Education Recommendations by _____
(specify date needed)

Name: _____

Organization: _____

Mailing Address: _____

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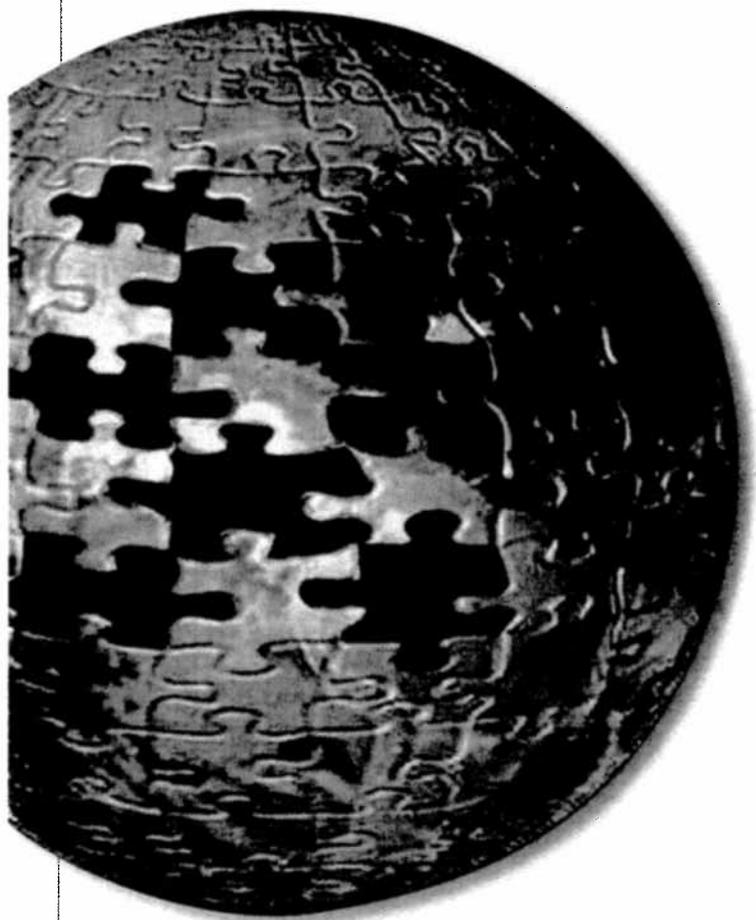
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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Elizabeth Burmaster, State Superintendent

Strategies for Achieving
Global Literacy
for Wisconsin Students



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Elizabeth Burmaster, State Superintendent



Defining Global Literacy—The Five C's:

American students need to study global cultures, global challenges, and global connections, at all grade levels and across all subjects. Schools must strive to develop global literacy in these areas:

Communication

The first language of children gives them a strong identity. It opens a world to them, and it enables them to reason and express themselves in their first community. As students learn other languages, beginning in elementary school, they gain keys for global understanding, future jobs, and influence within a broader global community.

Citizenship

Children are, first of all, responsible and proud citizens in their home community. They learn local, state, national, and world history and geography and the natural sciences. As they mature, they understand that civic duty includes stewardship of the environment plus collaboration and involvement with citizens in far-away locations.

Careers

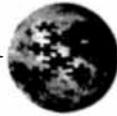
The globe has shrunk through travel, high speed data transfer, and instant communication technologies. This brings great opportunities, but only if students can function within ever-changing global economies and can market ideas within complex systems. Global commerce involves the exchange of products, knowledge, and information. Students need skills in all subjects, as well as skills to think critically and solve problems.

Culture

Artistic expression through literature and the performing arts has always defined a nation's humanity. As cultures come into contact, young people need flexibility and creativity to work across cultures in fields such as architecture, film and media, music, fashion, and design. Students need genuine experiences living, studying, and working within cultures different from their own home community.

Community

Getting to know people in other parts of the world through communication, commerce, and culture creates understanding as well as respect. The health of every community, small and large, is strengthened as students learn to see issues through the eyes of others.



Strategies for Global Literacy

The Wisconsin Department of Public Instruction takes a leadership role in its work with students, teachers, school districts, administrators, parents, and business and community leaders to develop global literacy for Wisconsin students.

Statewide International Education Council

State Superintendent Elizabeth Burmaster and Governor Jim Doyle created the council to recommend and advocate policies to make global studies more accessible to PK-16 educators and students. The Council:

- Sponsors a biennial International Education Summit.
- Supports five Regional Leadership Alliances, welcoming participation from leaders of business and labor, ethnic and community groups, and education associations.
- Advocates for internationalizing teacher training; student exchanges; sister school connections; heritage and world language learning; community participation in international arts, sports, and sister city exchanges; and business-school partnerships to support international projects.



Governor Jim Doyle and State Superintendent Elizabeth Burmaster receive the Goldman Sachs Foundation Award for State Leadership in International Education, presented here by Dr. Michael Levine (right).



Strategies for Global Literacy

Teacher and Administrator Development

Every educator needs meaningful experiences to learn about world cultures and global issues. The Wisconsin Department of Public Instruction:

- Advocates that all teachers learn a world language.
- Encourages student teachers to do some student teaching abroad.
- Recommends teachers and all school staff learn about the diverse cultural backgrounds of students in their classrooms.
- Encourages every teacher to participate in a Fulbright or other teacher exchange at least once during his or her career.
- Conducts International Teacher Seminars with Wisconsin's sister states in Hessen, Germany and Chiba, Japan.
- Nominates administrators and top educators for the Fulbright Senior Specialist Program in Thailand and other countries.
- Leads Fulbright seminars for educators to Southeast Asia and other regions.
- Sponsors workshops to integrate global perspectives into every subject at all grade levels.
- Encourages collaborative projects with educators in Europe, Asia, Africa, and Latin America.



Wisconsin educators in Thailand, as part of a Fulbright Hays Group Projects Abroad Study Seminar.



Strategies for Global Literacy

Student Opportunities

Students need to make global connections at every grade level and within every subject, for example, reading world literature beginning at the earliest ages, studying world history, learning artistic and musical traditions of other cultures, and tackling scientific and environmental problems that cross borders. The Wisconsin Department of Public Instruction:

- Recommends that all students learn at least one language in addition to English, beginning in elementary grades, and continue their study sequence for 6 to 8 years, in order to achieve a high level of proficiency.
- Advocates that heritage students maintain and advance their home language through continued study.
- Recommends that schools encourage students to participate in and give credit for short or long term exchange programs abroad and service learning projects with global connections.
- Advocates that all high schools regularly host international students and teachers through reputable programs.
- Sponsors short-term high school student exchanges to Hessen, Germany; Chiba, Japan; and Thailand.
- Promotes scholarships to enable low-income and students of color to study abroad.

School Connections

It is vital that Wisconsin schools give students access to their peers abroad. The Wisconsin Department of Public Instruction:

- Recommends that every school have a Sister School abroad.
- Provides a template to match Wisconsin sister schools with schools in Japan's Chiba Prefecture, Germany's state of Hessen, within the French academies of Bordeaux and Aix-Marseilles, and across the nation of Thailand.
- Promotes programs to bring teachers from abroad so that students can learn from educators of other countries and cultures.
- Co-sponsors the Japan-Wisconsin Education Connection to bring K-12 teachers from Japan to Wisconsin for 3 months.
- Co-sponsors Korea-Wisconsin Teachers in Schools to bring teachers from Korea to middle and high schools for one week.
- Encourages schools to use technologies to connect to classrooms abroad by such outstanding programs as i*EARN, Global Nomads, United Nations CyberSchoolBus and others.

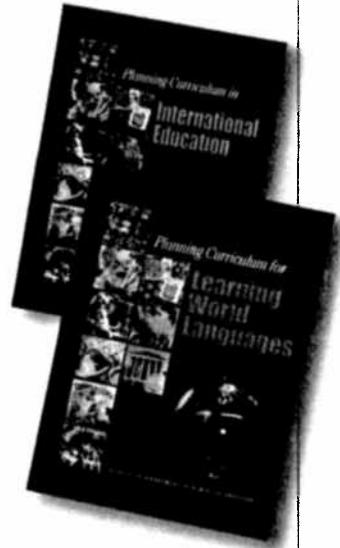


Resources for Global Literacy

Wisconsin Department of Public Instruction (DPI) Publications

- Planning Curriculum in International Education
- Planning Curriculum for Learning World Languages
- A Guide to Curriculum Planning in Art Education
- Planning Curriculum in Social Studies
- Japanese for Communication: A Teacher's Guide
- German for Communication: A Teacher's Guide.

To order these and other DPI curriculum guides and CD ROMs, call (800) 243-8782, (toll free, US only) or (608) 266-2188, or go to our website: dpi.wi.gov/pubsales

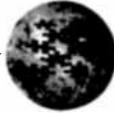


International Discussion Lists

The Wisconsin Department of Public Instruction offers free discussion lists that connect over 10,000 globally-interested educators sharing articles plus announcements of upcoming conferences, funding sources and travel opportunities.

- Friends of International Education discussion list: "frintled"
join-frintled@lists.wi.gov
- World Languages discussion lists: "French" "German" "Japanese" or "Spanish"
[join-french](mailto:join-french@lists.wi.gov); [join-german](mailto:join-german@lists.wi.gov); [join-japanese](mailto:join-japanese@lists.wi.gov); join-spanish@lists.wi.gov
- English Language Learners discussion list: "ELLlist"
join-elllist@lists.wi.gov
- Social Studies discussion list: "socialstudies"
join-socialstudies@lists.wi.gov
- SEACHange Online (Wisconsin's state education e-newsletter)
join-seachange@lists.wi.gov

To subscribe to any of these discussion lists, send an e-mail to < [join-\(substitute name of discussion list above\)@lists.wi.gov](mailto:join-(substitute name of discussion list above)@lists.wi.gov) >. Leave everything else blank.



Resources for Global Literacy

National Outreach Centers

Wisconsin DPI works with the University of Wisconsin-Madison and University of Wisconsin-Milwaukee which host outstanding National Outreach Centers funded by the US Department of Education. These centers provide teacher workshops, travel opportunities, films, materials, and classroom guests to PK-12 schools throughout the state and region.

- African Studies Program africa.wisc.edu
- Center for East Asian Studies eastasia.wisc.edu
- Center For European Studies uw-madison-ces.org
- Center for Latin American and Caribbean Studies uwm.edu/Dept/CLACS
- Center for Russia, East Europe and Central Asia creeca.wisc.edu
- Center For South Asia southasia.wisc.edu
- Center for South East Asian Studies seasia.wisc.edu
- European Union Center eucenter.wisc.edu
- Outreach World: A Resource for Teaching Kids about the World outreachworld.org

Organizations with Global Outreach

Wisconsin DPI collaborates to develop international programs with many organizations, including Folklore Village Farm, Friends of International Education, International Crane Foundation, International Institute of Wisconsin, Institute of World Affairs, local Chambers of Commerce, local children's museums, Model United Nations, Professional Development Academy of the Wisconsin Education Association Council, Rotary Clubs, State Bar of Wisconsin, Wisconsin Arts Board, Wisconsin Association For Language Teachers, Wisconsin Council for the Social Studies, Wisconsin Educational Communications Board, Wisconsin Geographic Alliance, Wisconsin Manufacturers and Commerce, Wisconsin sister state organizations, and the World Affairs Seminar.





More Information about Wisconsin's Global Literacy:

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53702, USA
(608) 267-2278
(608) 266-1965 (Fax)



DPI Publications Web site: dpi.wi.gov/pubsales

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madeline.uraneck@dpi.state.wi.us
dpi.wi.gov/call/intertled.html
(608) 267-2278

Paul Sandroek
World Languages Consultant
s.paul.sandroek@dpi.state.wi.us
dpi.wi.gov/call/languages.html
(608) 266-3079



Yes, please send me information as follows:

I want to order DPI's International Education curriculum guide.

I want to order DPI's World Languages curriculum guide.

Please send me a FREE copy of DPI's International Education Recommendations.

Please add my name to the discussion list specified here: _____

Name _____

E-mail _____

Mailing address _____



FAX or e-mail to the DPI address above.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.



Wisconsin Department of Public Instruction

State Superintendent Elizabeth Burmaster's High School Task Force Report

EXECUTIVE SUMMARY

State Superintendent Elizabeth Burmaster convened a statewide High School Task Force in February 2005 to ensure that Wisconsin high school students continue to graduate with the knowledge and skills they need to succeed in postsecondary education, the high-skills workplace, and as citizens of our global economy. Seventy education advocates and leaders, including students, parents, teachers, and high school principals, along with business and community representatives from across the state, were appointed to the Task Force. Twenty-one listening sessions were held throughout the state and a panel of sixteen students addressed the task force. Others shared written essays to communicate their views and share recommendations. The efforts were co-chaired by JoAnne Brandes, Executive Vice President, Chief Administrative Officer and General Counsel for JohnsonDiversey, Inc.; and Ryan Champeau, Principal of Waukesha North High School. The Task Force was charged with looking at national models and various local initiatives aimed at redesigning the high school experience, enhancing student learning and engagement, and strengthening the alignment of high school with postsecondary education and workforce needs.

Call for Action

Wisconsin has always prided itself on its commitment to high-quality, public-supported education. The economic future of our state rests on ensuring our high school students are ready for the workplace, college, and citizenship. A high school education that has meaning for today requires united efforts to actively engage all students in learning and ensure academic achievement and a strong foundation for success. High academic achievement and a rigorous curriculum, required for postsecondary education and workforce preparation, is of paramount importance. It is equally important that educational options and pathways to success not be limited. One size does not fit all. One instructional method does not suit all learning styles.

Serious achievement gaps exist, and the preponderance of evidence indicates that achievement and opportunity gaps will only be closed with determined efforts. Learning to read proficiently is a critical element to be successful

in learning throughout life. An assessment of secondary reading achievement in Wisconsin shows that while many students in Wisconsin read quite well as measured by state and national standards, significant achievement gaps persist among student subgroups. These achievement gaps represent one of the biggest challenges facing Wisconsin and the nation.

Recommendations advanced by the High School Task Force call for embracing change. Innovation, in many dimensions, is an overarching recommendation. Recommendations emphasize the need for rigorous, authentic learning using multiple instructional and assessment strategies; high schools that establish a personal connection for each student; learning plans that help individual students accomplish their goals; and solid business and community partnerships. Strategies related to the recommendations underscore the multi-faceted action that will be needed.

Our tradition of sharing responsibility for education among local, state, and regional entities, requires that extra time and effort must be dedicated to defining desirable outcomes and achieving agreement among multiple constituencies, including school board members, administrators, teachers, parents, community leaders, state and federal legislators, businesses, higher education, and, most importantly, students. Wisconsin has been and must continue to be an innovator in policies, programs, and practices to bring improvements to high schools. A variety of programs, including adolescent

literacy programs, work-based programs, career academies, alternative education programs, youth options, and collaborative programs to improve attendance are currently addressing high school improvement needs. More needs to be done. The recommendations advanced in this High School Task Force Report set an agenda for effective action. We must work together to ensure a high school diploma for the workplace, college, and citizenship.

Recommendations

A. Encourage educators and policymakers to move outside of existing structures and pursue innovation.
--

Embracing the need for change is a top priority in the task force recommendations. Innovation, in many dimensions, is an over-arching recommendation. Districts and schools will need flexibility to try new strategies, including instructional delivery modes, class times and structures, and collaborative relationships among all key stakeholders – students, teachers, parents, business, community and higher education partners – to design and implement changes needed to achieve academic success for all students.

Recommended Strategies Include:

- Allow waivers to engage in innovative practices and guarantee sufficient time for individualized approaches to teaching and learning. Provide flexibility to move outside Carnegie units and required minutes of instruction in structuring the school day.
- Encourage collaboration within the entire education community, including schools, colleges, universities, and technical colleges, to design and deliver programs to meet individual student learning needs and expand course offerings.
- Identify effective, research-based strategies to raise student achievement and create a statewide system to promote effective practices.
- Provide professional development for closing the gap in achievement between students of color, economically disadvantaged students and their peers.
- Fund innovative strategies to increase academic rigor and integration of curriculum at the local level, including creation of new schools, including charter schools.
- Advance best practices that promote equity and accountability.

B. Give students the opportunity to engage in rigorous, authentic learning experiences that are relevant to their learning needs and future ambitions.

All students need to pursue a rigorous course of study to prepare them for higher education, the workplace, and citizenship. However, not all students learn in the same manner. Rigor comes in many forms, and students deserve options for learning that align with their learning style and needs.

Learning is not measured solely in terms of courses taken. Performance-based assessment is important in validating learning. Students need to be engaged in authentic learning experiences that provide the opportunity to demonstrate what they have learned. Paper-and-pencil exams, or standardized tests, do not allow all students to demonstrate their full range of learning. Performance-based testing is an important dimension of assessment for many learners.

As multiple instructional and assessment strategies and tools are used, it is important that teachers have opportunities for professional development in order to understand the appropriate uses of various assessment methods. They must also have time to design and implement new instructional and assessment strategies and access to data to measure student progress and learning gains.

Contemporary high school models all stress relevancy to learners as an important element in student motivation and dedication to learning. It is important to look for new ways to actively engage students in learning and allow them to learn in ways that are relevant to them and related to their interests and personal goals.

Recommended Strategies Include:

- Ensure that all students have access to a variety of options for learning, including the arts, co-curricular activities, work-based learning, service learning, and accelerated offerings, to fully engage all types of learners.
- Prioritize adolescent literacy to ensure that students enter high school reading at or above grade level, and address the immediate need to provide funding for literacy programming and staff development at the high school level.
- Examine new models and identify best practices in student learning that are both authentic and relevant, and fully assess the rigor and viability of multiple pathways to academic achievement.
- Promote instructional practice that includes problem-solving and creativity, and prepares students to solve real-world problems and participate as citizens in a diverse and multi-cultural world.
- Provide professional development for educators in the use of multiple assessments, including assessment tools that incorporate hands-on demonstration of knowledge and skills.
- Enhance PK-16 partnerships that foster seamless education to prepare students for success after high school, lifelong learning expectations and citizenship engagement.
- Expand four-year-old kindergarten and quality early childhood programs, and increase rigor in elementary and middle grades to prepare students for success in high school and beyond.

C. Create smaller, personalized learning environments and require learning and lifelong education plans for individual students.

Large high schools can be impersonal. All high school redesign models emphasize the need for personal connections. Students stressed that a personal connection is a critical element in their motivation to attend school. In large schools, that is not likely to happen without a specific plan to reach each student in a meaningful way. Each student must have at least one adult who has made a positive connection with them and is actively involved in helping the student plan their educational pathway.

Having a learning plan helps students focus on their learning style, goals, and course of action to accomplish those goals. Plans should be developed as students are transitioning to high school and should be reviewed and updated at least annually, including actions that address post-high school plans.

Recommended Strategies Include:

- Provide an adult advocate for each student to establish a meaningful and ongoing relationship.
- Create an individualized learning plan for each high school student that provides guidance and focus throughout the high school experience and includes transition plans to post-high school goals.
- Re-examine compulsory education, with an eye to establishing meaningful learning and/or work-based options for students.
- Create time for educators to work together to seek meaningful ways to integrate content and instruction, and to collaboratively implement strategies needed to achieve success for each individual student.

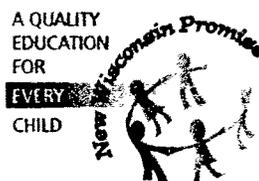
D. Promote and enhance partnerships among schools, parents, businesses, and communities, linking community resources with school programs and curriculum.

Providing educational opportunities and ensuring that all students achieve academic success requires collaboration among students, parents, school personnel and the community at large, including government and business leaders. Financial resources are limited. Sharing of learning resources, including equipment and work-based learning sites and community resources, is essential to extending learning options and environments to students.

The importance of collaboration goes beyond the need for learning sites and resources. Helping students see the need for education takes a community approach. Schools must be “of the community” – both a resource for community events and a beneficiary of community resources that provide students with opportunities to learn. The leadership of business representatives is especially important to help ensure that learning is relevant and will adequately prepare students for post-high school plans.

Recommended Strategies Include:

- Establish schools as community centers relevant to family, community, and business needs.
- Use collaborative partnerships among schools, businesses, and community-based organizations to ease the strain of funding limitations. Involve business members in classroom activities and students in workplace sites.
- Promote credit-based work experiences, school-business partnerships, and school-to-work opportunities to link grades 9-12 with post-high school education and employer workforce needs.



Elizabeth Burmaster, State Superintendent
Wisconsin Department of Public Instruction

an information resource to assist school communities in educating the hearts and minds of all children



Site Map

The Wisconsin Information Network for Successful Schools (WINSS) is divided into four main sections: Standards and Assessment, Data Analysis, Continuous School Improvement, and Best Practices. The Site Map below outlines the contents of the four main sections.

Quick Links

- School Improvement Planning Tool
- Characteristics of Successful Schools Surveys, Climate Surveys for Students and Staff
- Curriculum Wizard, Curriculum Resource Center
- Standards of the Heart Assessment Planning Tool
- Scatterplots: WSAS Test Results, Teacher Qualifications; Similar Schools/Districts
- Data Download Options
- Tips for First-Time Users of the Data Analysis Section

STANDARDS and ASSESSMENT

What are our academic standards?

Letter from the State Superintendent
 Wisconsin's Model Academic Standards
 Qs & As about Academic Standards
 Relating Academic Standards to all students
 Applying the Academic Standards across the curriculum
 Assessment Frameworks

What are standards of the heart?

How do students develop standards of the heart?
 How do schools foster standards of the heart?

What indicates success in academic standards?

What are state assessments?
 What are local assessments?
 Where can we find data about academic achievement?

What indicates success in standards of the heart?

What can we tell from student behavior data?
 What school conditions promote standards of the heart?
 What can be assessed in the classroom?
 Where can we find data about student behavior?

DATA analysis

How well are students performing academically?

Examining School Performance on Statewide Tests
 How did students perform on state tests at grades 3-8 and 10?
 How did performance of all students enrolled compare to continuing students only?
 How did students perform on the Wisconsin Reading Comprehension Test? (Last administered March 2005)

Reviewing Other Student Performance Indicators

What percent of students did not advance to the next grade level?
 How did students perform on college admissions and placement tests?
 What are the high school completion rates?
 What are students' postgraduation plans?

What programs, staff, and money are available?

Reviewing School Programs and Processes

What school-supported activities are offered?
 What are the district requirements for high school graduation?
 What advanced courses are offered?

Examining Staffing Patterns

What staff are available in this district?
 What are the qualifications of teachers?

Examining Spending Patterns

How much money is received and spent in this district?
 Where can I find more detailed school finance data?

What about attendance and behavior at school?

Examining Attendance Patterns

What percent of students attend school each day?
 What percent of students are habitually truant?

Examining Student Involvement

Do students participate in school supported activities?
 What courses are students taking?

Examining Disciplinary Patterns

What percentage of students were suspended or expelled last year?
 What percentage of school days were lost due to suspension or expulsion?
 What types of incidents resulted in suspensions or expulsions?
 What happens after students are expelled?

Examining Dropout Rates

How many students dropped out of school last year?

What are student/school demographics?

What is the enrollment by student group?
 What are the primary disabilities of students in need of special education services?
 What are the characteristics of limited English proficient students at this school?

continuous **SCHOOL IMPROVEMENT**

What are the characteristics of a successful school?

Vision
 Leadership
 High academic standards
 Standards of the heart
 Family, school, and community partnerships
 Professional development

Evidence of success
Bibliography

Where can we find needs assessment surveys?
 Characteristics of Successful Schools Surveys
 Characteristics of Successful Schools Surveys in Spanish and Lao
 School Climate Surveys for Students
 School Climate Survey for Staff
 EnGauge Website
 Service-Learning Quality Review
 Self-Reflection Tool for Teachers
 Self-Reflection Tool for Administrators
 Wisconsin Youth Risk Behavior Survey

Who should be involved in improvement?
 Tips for building strong school improvement teams

Where can we find improvement planning tools?
 School Improvement Planning Tool
 CESA Data Retreat Participant's Guide & Improvement Goal Worksheet



Vision
 How do we create a school vision about learning and citizenship for all students?
 What are sources of research about developing a common vision?

Leadership
 How do we promote shared leadership in our school-community?
 How can leaders ensure educational equity?
 How can we ensure all students meet high expectations?
 What are sources of research about leadership?

High academic standards
 Wisconsin Model Academic Standards
 Wisconsin Proficiency Standards and the Wisconsin Student Assessment System
 Curriculum Wizard
 WINSS Curriculum Resource Center, MarcoPolo
 More resources for aligning curriculum and instruction with our standards
 How do we ensure that there are a variety of assessment measures for all learners?
 What are sources of research about standards based learning?

Standards of the heart
 How do we help families learn about and promote standards of the heart?
 How are Wisconsin schools promoting standards of the heart?
 What assessment tools are available to help evaluate standards of the heart?
 What are sources of research about building character?

Family, school, and community partnerships
 How do we promote partnerships with families and the community?
 How can we promote learning at home?
 How do we promote learning for young children and community members?
 What are sources for research about sustaining school, family, & community

partnerships?

Professional
development

How do we establish professional development goals?
What opportunities are available for professional development?
What are standards for professional development?
What are sources of research about professional development and quality teaching?

Evidence of
success

How can we gather evidence from multiple sources and use it to document progress?
What are sources of quality data?
What are sources of research about using data to improve student achievement?

We welcome your questions, comments, and suggestions about WINSS.
Email: winss@dpi.state.wi.us.

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Phone: 1-800-441-4563 (U.S. only) / 608-266-3390

Submit questions or comments regarding this website to: webadmin@dpi.state.wi.us

WISCONSIN'S VOICE

REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ELIZABETH BURMASTER, STATE SUPERINTENDENT

DUCTION

ry and Secondary Education Act of 1965
ntly defined as the No Child Left Behind Act of
s now entering its fifth year of implementation
led for reauthorization by Congress in
past year, State Superintendent Elizabeth
s gathered feedback on NCLB from the
ommunity in Wisconsin. Creating a common,
e is essential for our state to ensure the
n of NCLB works for Wisconsin children.



BRINGING INPUT IN WISCONSIN—THE PROCESS

he various provisions of NCLB has been
variety of ways throughout this past year.
rganizations, individuals, and other partners
opportunity to voice their perspectives
ndations related to NCLB through written
ening sessions, and surveys. A result of
s the identification of themes and possible
ions for the State Superintendent to advance
rization process continues.

the Council Testimony

1 and April 18, 2006, the State Superintendent's
Council shared testimony representing their
thoughts on the upcoming reauthorization of

The council is comprised of the following Wisconsin education-related organizations:

- Association of WI School Administrators
- Cooperative Educational Service Agencies
- Professional Standards Council for Teachers
- School Administrators Alliance
- WI Association of Independent Colleges and Universities
- WI Association of School Boards
- WI Association of School Business Officials
- WI Association of School District Administrators
- WI Association for Supervision and Curriculum Development
- WI Council of Administrators of Special Services
- WI Education Association Council
- WI Federation of Teachers
- University of WI System



Educational Organizations Listening Sessions

On June 22 and September 14, 2006, educational organizations, partners, and representatives of the State Superintendent's various task forces and advisory councils shared their thoughts on NCLB. We engaged in an interactive process called "Conversational Café," where participants joined in rich conversations around five major areas of NCLB: testing, accountability, identification and sanctions, teacher quality, and data collection/reporting. Three questions were posed to participants at each conversation table:



1. **What's been working so far?**
2. **What are the challenges that we face with the existing law?**
3. **What would you like to see changed in the law?**

ing organizations, task forces, and advisory councils were represented at the Listening Sessions:

chools Council	State Superintendent's Educational Data Advisory Council	WI Council of Teachers of English Language Arts
of Practitioners	State Superintendent's Education Technology Advisory Committee	WI Early Childhood Association
il Communications Board	State Superintendent's High School Task Force	WI Educational Media Association
ng Advisory Committee	State Superintendent's Special Education Advisory Council	WI Indian Education Association
iteracy	WI Alliance for Arts Education	WI Knowledge and Concepts Examinations
Four Year Olds Council	WI Association for Bilingual Education	WI Mathematics Council, Inc.
ial Education Council	WI Association for Career and Technical Education	WI Music Educators Association
ormation and Technology ommittee	WI Association of Foreign Language Teachers	WI Rural Challenge, Inc.
ndership Corps	WI Association of School Nurses	WI School Counselor Association
ication Coalition	WI Association of Talented and Gifted	WI School Psychologists Association
arning Lab	WI Center for Academically Talented Youth	WI School Social Workers Association
rintendent's Advisory Council chools, Libraries, unities	WI Council on Children and Families	WI Society of Science Teachers
rintendent's Alcohol and Abuse Advisory Council	WI Council of Religious and Independent Schools	WI Teachers of English to Speakers of Other Languages
rintendent's Blind Impairment Education		WI Title I Association
		WI State Reading Association



Administrator Input Session

2006, Wisconsin school district administrators to share testimony regarding NCLB at the State Board of Education's Collaborative Council meeting.

Online Survey: Early Childhood and NCLB

While NCLB does not specifically include early childhood education, it has had a definite impact on many early childhood programs. To capture the voice of a broad cross section of Wisconsin's early childhood education and care community, a web-based survey and other activities were conducted in the spring and summer of 2006.

EMERGING THEMES

Information gathered at the various input-gathering sessions was compiled and organized into five major areas: accountability, assessment and sanctions, teacher quality, and data collection/reporting. A summary of the emerging themes in these areas is as follows:

Accountability

Comments: ✓ **Adequate Yearly Progress (AYP)—state established accountability bars in four areas—test participation, reading proficiency, math proficiency, attendance or graduation.**

✓ **Required disaggregation of data by subgroups of students with significant numbers.**

Working?	What are the challenges?	What should be changed?
<p>Disaggregation of data has helped to put emphasis on the needs of diverse populations who are not doing well.</p> <p>Disaggregation of data has resulted in different approaches and strategies to help students to succeed.</p> <p>More data-based decision making.</p>	<ul style="list-style-type: none"> • Disaggregation of data and holding schools and districts accountable for the performance of subgroups has created scapegoats, blame, or negative attitudes toward low-performing populations. • The complex accountability model required by NCLB is difficult to understand. 	<ul style="list-style-type: none"> • More funding to ensure we truly can help each student succeed to high standards regardless of condition. • Accountability should be based on more than large scale state assessment and should include formative assessments.



ntability (cont.)

Working?	What are the challenges?	What should be changed?
	<ul style="list-style-type: none"> • The goal of 100% proficiency by 2013-14 is laudable, but unrealistic and the formula does not adequately recognize or give credit to growth. • The curriculum is narrowing, and teachers are losing their ability to be creative and innovative while “teaching to the test.” • The tone of the law is negative and punitive as opposed to providing opportunities and support. • Accountability based on state assessment alone in two subject areas is not an accurate reflection on how well the school is performing. • Applying NCLB standards and benchmarks to young children does not take into account their wide developmental range. • The law does not recognize that the achievement gap exists when students enter school, and an important component in closing the gap is to assure quality early learning opportunities. • If the static model of AYP is not changed, eventually no school or district will make AYP. • An accountability model that requires all students to meet a static bar for achievement is problematic for students such as students with disabilities and English language learners (ELLs) because they are starting further behind and have further to go. • The accountability model does not differentiate between schools that are very close to proficiency targets or miss in only one subgroup from those that are very far behind or are missing proficiency targets in multiple subgroups. 	<ul style="list-style-type: none"> • Allow schools and districts to use growth and value-added models that give credit for students who have made significant growth in achievement. • Set fair and realistic rules and allow greater flexibility for special populations such as students with disabilities and ELLs. • Simplify the accountability model so that it can be understood by educators and non-educators alike. • Level the playing field between large, more diverse, high-poverty schools and small, less diverse, low-poverty schools. • Allow greater flexibility for special population schools, such as schools serving at-risk students, in setting accountability provisions. • Remove the requirement of 100% proficient by 2013-14 and allow states to create variable end dates based on the starting points of various subgroups of students. • The United States Department of Education (USED) should fund research to help states develop more effective accountability systems that meet individual state needs. • Require “transparency” in the approval of state accountability models. • Require state and federal partnerships in developing accountability models that work for each state.



its: ✓ **Reading and mathematics testing in grades 3-8 and once in high school beginning 2005-06.**
✓ **Science testing at the elementary, middle, and high school levels beginning 2007-08.**

Working?	What are the challenges?	What should be changed?
<p>Assessment data is being used to show trends and is used to provide focus with interventions.</p> <p>Assessment is now accounted for in how children are being evaluated. Even children with disabilities are held accountable for their performance on state tests.</p>	<ul style="list-style-type: none">• Too much time and too many resources spent preparing and administering tests, which takes away from instruction and other student services.• No motivation for students to do well. High stakes test for schools – no stakes test for students.• There has been additional stress and negative emotional effects on children.• Losing positions in other instructional areas, so districts can hire more mathematics and reading teachers.• ELL students are being over-tested. They need more than 3 years to become proficient in English before they are subject to testing.• The focus on testing poses problems for young children; it distorts learning and can frustrate the developmental process.• The lag time between test administration and availability of results is too long.• Statewide assessments are limited in how much they reveal about a school's effectiveness.	<ul style="list-style-type: none">• Allow states to determine which grades to test.• Require less testing in terms of number of grades tested and eliminate the requirement to test annually.• Allow multiple types of tests, including local assessments that are aligned with Wisconsin standards, to be utilized to meet the requirements of NCLB.



Identification and Sanctions

- Requirements:**
- ✓ Schools and districts labeled as being identified for improvement if they miss one of the four areas of accountability for two years or more in a row.
 - ✓ Required federal sanctions for Title I schools identified for improvement (i.e. school choice, supplemental educational services, school restructuring).

Working?	What are the challenges?	What should be changed?
<p>Collection of data and information has created a sense of urgency and concern. There is a recognition that groups of students are performing as well as they can. Staff are reacting to try to address the areas that are most in need of help. This has resulted in increased funding/support to schools.</p>	<ul style="list-style-type: none"> • Narrowed curriculum due to fear of identification. • The federally-mandated sanctions are not relevant to many Wisconsin school districts, such as small rural. • The sanctions are uniform regardless of how close or far away a school was to meeting AYP. • There is no recognition or benefit for excellence or exceeding expectations. • Schools must implement interventions regardless of improvement made or the degree to which a school fails to make AYP. • There are not enough funds to support all who need it. • NCLB takes a very positive goal of improving student achievement, but creates a punitive climate for change that has no basis in research for improving schools. • There is limited research that shows that the sanctions under NCLB will result in improved student achievement. 	<ul style="list-style-type: none"> • Create a system of identification and support, not identification and sanctions. • Create supports of adequate duration. Schools should not skip in and out of eligibility for support. • Transform the NCLB law from one that uses punitive measures to one that provides incentives, not sanctions. • Define school success more broadly than four indicators, three of which are tied to test scores in two subjects. • Create supports for subgroups across schools rather than just individual schools.



Teacher Quality

- Requirements: ✓ All teachers hired after January 8, 2002, and teaching in a program supported by Title I funds must be highly qualified and all teachers teaching "core academic subjects" are to be highly qualified by 2005-06.
- ✓ Core academic subjects means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

Working?	What are the challenges?	What should be changed?
<p>Preparation and professional development process well.</p> <p>Teachers are well prepared for the PI 34 certification process. Professional development issues teachers are faced with are identified.</p>	<ul style="list-style-type: none"> • The Praxis test (content level exams) for demonstrating content knowledge is limiting and is simply a paper and pencil assessment that doesn't recognize other critical teaching skills. • Rural areas face unique challenges in regard to the highly qualified teacher requirements. • Staffing schools with specialized needs, such as ELLs and students with disabilities, is difficult. • Finding teachers with multiple certifications, especially at the middle level, is difficult. • It is difficult to attract high quality teachers to high-need schools. 	<ul style="list-style-type: none"> • The Praxis test (content level exams) should be eliminated or accommodate teachers with special skills. • Expand the list of "highly qualified" school staff to increase awareness that students need more than just teachers to succeed. • Recognize the importance of high-quality, licensed, and certified early childhood teachers.



Collection/Reporting

- Requirements:
- ✓ Student outcome data disaggregated by gender, race/ethnicity, disability, economic status, migrant status, English language proficiency.
 - ✓ Outcomes = test results, attendance, and graduation rates (and dropouts).
 - ✓ States must report on the acquisition of English proficiency by English language learners.

Working?	What are the challenges?	What should be changed?
<p>Emphasis has been placed on data collection and has schools more data available. Data on all students as well as dropouts is important and might get a greater focus on students not doing well. States and schools are using data for improvement.</p>	<ul style="list-style-type: none">• The disaggregation of data is creating blame for performance to certain groups of students.• Finding time and resources for teachers and administrators to learn how to effectively use the data is difficult.• Making sure that all students are achieving at their highest levels and using data to accomplish this task is challenging.• Attendance, graduation, and school achievement data are not uniformly reported across the nation, and yet are still used to compare states.	<ul style="list-style-type: none">• Require more comprehensive data collections with more information.• There needs to be more immediate access to data.• NCLB needs to recognize the cost of data collection and management.

OPPORTUNITIES TO SHARE WISCONSIN'S VOICE

Wisconsin State Superintendent Elizabeth Burmaster will continue to be a voice for Wisconsin's efforts to implement NCLB-related to effective interventions for struggling students during a hearing held by the Aspen Institute's Blueprints Commission on No Child Left Behind.

Superintendent Burmaster will continue to be a voice for Wisconsin as President of the Council of Chief State School Officers (CCSSO) and Chair of CCSSO's ESEA Implementation Task Force. Wisconsin's voice will also be heard through our Congressional Delegation and other forums as the debate on NCLB continues.



FOR MORE INFORMATION

Information is available from:

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or visit

http://www.dpi.wisconsin.gov
or visit the Wisconsin State Department of Public Instruction newsletter:

<http://www.dpi.wisconsin.gov/seachange/index.html>

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New Wisconsin Promise



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Advisory Councils, Committees, and Task Forces

Adolescent Literacy Task Force
Alliance for Attendance
Arts Task Force
Collaborative Council
Committee of Practitioners (COP)
Commodities Task Force
Council on Library and Network Development (COLAND)
Delivery Services Advisory Committee
Elementary and Secondary Education Act Testing Advisory Group
Forces for Four-Year-Olds
High School Task Force
Interlibrary Loan Workgroup
International Education Council
Library Information and Technology Advisory Committee
Library Issues Discussion Group
Library Services and Technology Act Advisory Council
Library Youth Liaisons and Special Needs Consultants
Math Advisory Group
Parent Leadership Corps
Personal Financial Literacy Task Force
PK-16 Leadership Council
Preschool-Grade 5 Advisory Board
Professional Standards Council
Reading First Leadership Group
Regional Leadership Alliance for International Education
School District Boundary Appeals Board
Service Learning Lab
Social Studies Advisory Group
Special Education Advisory Council

State Superintendent's Advisory Council for Business and Information Technology
State Superintendent's Advisory Council for Charter Schools
State Superintendent's Advisory Council for Children who are Blind and Visually Impaired
State Superintendent's Advisory Council for Children who are Deaf and Hard of Hearing
State Superintendent's Advisory Council on Rural Schools, Libraries, and Communities
State Superintendent's Alcohol and Other Drug Abuse Advisory Council
State Superintendent's Education Technology Advisory Committee
State Superintendent's Educational Data Advisory Council (SSEDAC)
Technical Advisory Council (TAC)
Wisconsin Knowledge and Concepts Examinations – Criterion-Referenced Test (WKCE CRT) Development Participants
Wisconsin Urban Schools Leadership Project